

Gubernatorial and Congressional campaigns and referenda.

I would like to commend the Mayor, who makes his home with his wife Antonia and their three children, Gina Marie, Raymond Jr., and Anthony on his achievements and congratulate him for this well-deserved award. I ask my colleagues to join me in paying tribute to The Honorable Raymond V. Mariano for his outstanding record of public service.

TRIBUTE TO THE LATE RHONDA RASMUSSEN

HON. JOE BACA

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, September 13, 2001

Mr. BACA. Mr. Speaker, it is with regret and deep sadness that I rise to honor Rhonda Sue Rasmussen, former constituent from San Bernardino, who passed away on September 11, 2001, when a hijacked plane collided with a section of the Pentagon where she worked. She was one of the many American heroes who perished that day from an evil terrorist attack.

Throughout the years, Rhonda was a true visionary. She loved her family. I believe that the well-being of our Nation's peoples depends on all of our dedication and efforts to invest in the present and the future.

Mr. Speaker, Rhonda served as an auditor for the army. She was one of the many faceless men and women that support our military forces and keep our Nation safe. She was a dedicated worker, one who always makes sure that citizens come first. She was extremely strong, brave and dedicated to her work. She had a sense of fun about her, even though she approached her duties with great seriousness and duty. They say a person is measured by the lives he or she touched. Through the grace of God, Rhonda touched many lives.

Rhonda's family had nothing but praise for her, describing her as a dedicated and great hero that on Tuesday put herself in harm's way. So in giving this honor, we are honoring her this day.

The last time her family saw her was during a barbeque earlier this year. It was at this barbeque, hosted by her mother who suffers from cancer, that she told her family that she would soon move to Monterey, California. Regretfully, that day will never come. A family will never be reunited, and we grieve for the loss of this wonderful soul.

Rhonda served our nation proudly, raised four wonderful and dedicated children, and was loving wife. Although she, her husband, and her children had to move often due to her work, she managed to raise four wonderful children. Three of her children are in college and the fourth is a Forestry Department firefighter in Washington state.

May God protect the soul of this wonderful woman. In a time when decent people are in short supply, she was a model and example to her children and her community. Selfless as seen in her commitment to the safety of our nation. Caring as seen in her devotion to her family. Her soul is one of the many departed

on that fateful day, but the impact of her death is a deep well of sorrow in itself. I wish to extend to her children, husband, and the rest of her family my most heartfelt condolences.

I cannot ever come to comprehend what her loss means to her family, but I am saddened and I mourn with them. Let us take comfort in the fact that she is now guarded by our Lord. Rhonda you are loved by many, you served your nation well, you are a hero, and will not be forgotten.

A devoted wife to Floyd Rasmussen, Rhonda lived in Virginia during her work at the Pentagon. Rhonda has four children: Nathan, T.J., Jeremiah and Becky.

In short, Rhonda Rasmussen is a model of excellence we can all follow. Rhonda will be missed by family and friends alike. She touched us all with her kind deeds and leadership in her community.

TRIBUTE TO ROBERTA R. GOLDMAN

HON. JAMES P. MCGOVERN

OF MASSACHUSETTS

IN THE HOUSE OF REPRESENTATIVES

Thursday, September 13, 2001

Mr. MCGOVERN. Mr. Speaker, I rise today to pay tribute to Roberta R. Goldman of Shrewsbury Massachusetts. She has been selected to receive an award from the Grafton Democratic Town Committee on Sunday, September 16, 2001 in Grafton Massachusetts.

Following graduation from Boston University, she moved to Shrewsbury to raise her family and became involved in numerous civic and political activities. She served in the Massachusetts House of Representatives where she helped pass the Education Reform Act of 1985. She also served as Director of Educational Reform in the Office of Education Affairs under Governor Dukakis.

As a member of the Democratic State Committee since 1988, Roberta has served on the Rules committee and on the Host Committee for four Democratic State Conventions held in Worcester. She has been a delegate to five Democratic National Conventions and last year was elected as an Elector to the Electoral College. Her campaigning for candidates at every level, from local office holders to Presidential candidates is legend. She is Co-Vice Chair of the Shrewsbury Town Democratic Committee, and chairs the bi-annual Eleanor Roosevelt Humanitarian Award event.

As a social studies teacher at Shrewsbury High School, she has worked to instill an appreciation of involvement in the political process. Through the Political Action Group for high school students, young people participate in local activities as well as actively campaigning in New Hampshire for the presidential candidate of their choice in the state primary.

Mr. Speaker, I commend an outstanding, tireless campaigner, and congratulate her on receiving this award. I know all of my colleagues join me in paying tribute to her today.

PERSONAL EXPLANATION

HON. SOLOMON P. ORTIZ

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Thursday, September 13, 2001

Mr. ORTIZ. Mr. Speaker, on rollcall No. 339, on September 13, 2001, I was unable to record my vote. At the time I was at the Pentagon surveying the damage and encouraging the rescue workers.

Had I been present, I would have voted "yes."

VERMONT HIGH SCHOOL STUDENT CONGRESSIONAL TOWN MEETING

HON. BERNARD SANDERS

OF VERMONT

IN THE HOUSE OF REPRESENTATIVES

Thursday, September 13, 2001

Mr. SANDERS. Mr. Speaker, today I recognize the outstanding work done by participants in my Student Congressional Town Meeting held this summer. These participants were part of a group of high school students from around Vermont who testified about the concerns they have as teenagers, and about what they would like to see government do regarding these concerns.

I am asking that these statements be printed in the CONGRESSIONAL RECORD, as I believe that the views of these young persons will benefit my colleagues.

ON BEHALF OF KEVIN DECAUSEMACKER
REGARDING GUN CONTROL, MAY 7, 2001

Kevin Decausemacker. Thank you for this opportunity. It is a really great thing you let the youth of Vermont come and express their opinions.

Congressman Sanders. Thanks very much for coming, Kevin. Give us your name for the record.

Kevin Decausemacker. The year was 1938.

Congressman Sanders. Your full name.

Kevin Decausemacker. I'm sorry. I'm a little tired. I'm Kevin Decausemacker. A little hard to pronounce. The year was 1938, one year before the invasion of Poland. It was now that Adolf Hitler implemented the first example of gun control. He prohibited the Jewish people from owning firearms, and by so doing took substantial power away from the people. He made it easier to commence his mission of genocide with little resistance from his victims. This is what a government can do with too much power: Whatever it wants. Our government has created three different branches to limit the power it possesses. The United States promotes a government of the people, by the people, and for the people. The more we constrict the rights that the Second Amendment states we have, the more power is taken away from the people and given to the government. I feel that the more power the government has, the more the people are at risk of being taken advantage of by it. Why implement gun control then? Solely for safety. However, if safety is the main concern, in England and Australia, where there are strict gun-control laws, there have been rising breaking-and-entry and burglary numbers. So what gun control has done there has

gun purchases. But there hasn't been a noticeable increase in the number of firearms purchases. But there hasn't been a noticeable increase in the number of firearms purchases.

ON BEHALF OF JORY HURST, ROBBY SHORT, EMILY WRIGHT, AND KERRY MCINTOSH REGARDING, SCHOOL STANDARDS, TRACKING IN SCHOOLS, MAY 7, 2001

Jory Hurst. On the program, I think it listed us as doing—we are switching topics. We are doing the tracking, and the other group is doing drop-out rates. Not that it matters. We go to Mt. Anthony Union High School, which is a very socioeconomically diverse school, especially for Vermont. And coming into high school, there are kids coming in from lots of different educational backgrounds, so people have all different kinds of experience. In our school, you kind of have to track classes, just because of where everybody is at. So we have five different levels of tracking. There is the honors, there is the college prep, there is the B, there is the applied, and then there is the remedial. We want to talk about some problems we see in tracking, even though we feel it is necessary. In our school, the honors is about 10 percent honors, about 25 in the college prep, 35 percent in the B, and about 30 percent of the kids are in IEPs, individual plans, and they are in special classes.

Robby Short. Let me talk about getting into honors. It all starts out in the 7th and 8th grade. You have to take a test in 7th

grade. It is a math test. The test is in the 7th grade, if you pass the math test—I think it is 75 percent—you get into honors classes for the 8th grade year, which is, you end up getting into—all your core classes are honors classes. Which is kind of unfair, because it is just a math test that decides English, social studies and science. And if you are not in 8th grade honors, and you're going into high school, you are pretty much on your own getting into honors for your 9th grade year. You have to try your hardest with the guidance office, if you have come in contact with many conflicts. And if you are in honors, you automatically get into it in the 9th grade. Once you get into high school, it is really a battle to try and get into honors classes. Some students have it easy and some don't. The students that have it easy usually have a teacher backing them up by just really fighting for them with the guidance office to get them in. And the other students have to go through tutoring over an entire summer. They have to double up in math classes—not just in math classes, but double up on honors classes in high school, and drop like classes that they really need. If we could come up with one of one set of standards that gives everyone equal chances, it would be the best for all.

Emily Wright. Jory was talking about how there is honors and college prep, and then there is B, and then the

tracking that must be kept in mind is that it can create like social class systems in the schools. Like students are grouped according to what track they're in, like the honors students, the B students, college prep, and often the groups of students, often they do have similar interests, but they are just always together. And integration is important, because being with the same group all the time allows for no variety, and you don't really get to see other perspectives. Like a student coming from a different area from you. And also, some of these academic class systems can lead to generalizations that can go through nonacademic categories, such as with social things with friends and/or into sports, and this isn't good. And often kids are grouped and branded into certain classes. Like if a student is grouped as a B student, then this can be a self-fulfilling prophesy, and they will never really want to succeed because they will think that they can't, because they're not in honors, and people don't look at them with the same respect. But we just need to look at everybody as an individual, and then this problem will really go away. And have more school unity. And teachers and students alike need to keep in mind that there is more to a person than their academic ranking.